
CONSOLIDATION OF POLYETHNIC SOCIETY AS ESSENTIAL STRATEGY OF NATIONAL POLICY OF KAZAKHSTAN REPUBLIC

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(Received 28 September 2014, revised 25 February 2015)

Abstract

The article focuses on one of the vital problems of national policy of the Republic of Kazakhstan - consolidation of polyethnic society. Kazakhstan is known as a multicultural country. In the opinion of authors, is that ethno cultural education plays a big role in preservation of ethnic and cultural identity of people living in the republic. The main tasks and characteristics of ethno cultural education as ways of achieving of ethno cultural identification are analyzed in the article. In the present paper we reveal the contribution of the Assembly of People of Kazakhstan to the language policy, which is directed to the study of the state language and other national languages. The authors conclude that ensuring of national unity is an essential factor in the formation of democratic, constitutional state.

Keywords: interethnic, stability, education, tolerance, consent

1. Introduction

Republic of Kazakhstan adopted a course on democratic reforms, the recognition of the rights and freedoms of the individual, regardless of nationality, the inadmissibility of discrimination based on ethnic or racial grounds. Constitutional consolidation of national equality is based on the principle of priority of individual rights. It is aimed at preserving interethnic stability, approval of Kazakhstan patriotism and ethnic revival of the people [1].

Specificity of Kazakhstan is determined by its multi-ethnic composition of the population. The republic is home country for many nations and religions. Besides, representatives of some ethnic groups have no their own ethnic

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statehood. Therefore, the country bears responsibility for the preservation of their original culture. In these circumstances it is important to create opportunities for rehabilitation and development of ethnic cultures, the interaction between them for national unity interest on the whole.

Therefore the state policy in the sphere of interethnic relations, interpreting ethno-social situation as a whole and its aspects in each individual case, plays a significant role. Its integral part is the implementation of the concept of ethno-cultural interests of the public in the field of education. The essential feature of the concept is the model of education focused on the preservation of originality of ethnic groups and, at the same time, the development of values and standards of other cultures.

Ethno-cultural education is the education aimed at the preservation of ethnic and cultural identity of the person through familiarizing with native language and culture with the simultaneous development of world cultural values.

The main tasks of ethno-cultural education are:

- Bringing up multicultural personality: the creation of conditions for individual identification to one's own native culture and acquiring other cultures. Orientation to the dialogue of cultures and mutual enrichment.
- Formation of a multilingual individual. Implementation of the model of 'two loyalties': in relation to one's own ethno-national group and to the state. In real practice, it could be effective mastery of three, four or more languages [2].

Ethno-cultural education is directed to formation of multicultural individual. Multicultural individual is a person with a developed linguistic mind. Knowledge of native and state languages, learning a foreign language broadens the mind of the person, promotes his many-sided development, contributes to the tolerance formation and world vision on a large scale.

One of the main characteristics of the sense of justice of an individual of Kazakhstan in the terms of ethno-cultural education is awareness by each individual of the objective factor of Kazakhstan statehood, understanding that belonging to any nationality means neither possessing some extra rights and freedoms, nor depriving of them. Real patriot of Kazakhstan treats a citizen of any nation as an individual having equal rights.

Ethno-cultural education strategy aims to implement two interrelated goals: ethnic identity and state integration.

Ethno-cultural identity of the people is developed as a result of knowledge of the history, culture and loyalty to spiritual values of one's own home country, honouring national heroes. It is formed in the process of free and voluntary life and creative activity of the nation.

Ethno-cultural identity is achieved through socio-cultural sphere, established by people. It includes family, preschool institutions, schools and universities, national-cultural centres, magazines and newspapers, scientific research and administrative establishments, etc. [3].

2. The main part

State integration is a fundamental and strategic goal of ethno-cultural education. If ethnic identity of separate people can be achieved in a relatively short time, achieving state integration is a long process that requires the efforts of all ethnic groups in the state. Ultimately, it is the statehood that is the essential condition for the possibility of ethnic identification of the people inhabiting Kazakhstan [*Decree of the President of the Republic of Kazakhstan 'About the concept of ethnocultural education in the Republic of Kazakhstan'*, Vol. 3058, 15.07.1996, 46].

The idea of the cultural project 'Trinity of languages', voiced in October 2006 session of the Assembly of People of Kazakhstan contributes to accomplishing of these goals. In the letter 'New Kazakhstan in the new world' (2007) the President of Kazakhstan Nursultan Nazarbayev proposed to begin a phased implementation of the above project. The idea of language trinity is expressed in a clear way: develop a national language, support Russian language and study English. Along with the spiritual development of the people of Kazakhstan, the project was selected as a separate direction of domestic policy. "Kazakhstan should be seen worldwide as a highly educated country, whose population uses three languages. They are: Kazakh is a state language, Russian is the language of international communication and English is the language of successful integration into the global economy" - said the President.

Today the close attention in the country is paid to development of the state language: "The question of the significant importance, which has been closely connected with patriotism, is a question of a state language". President of the country at the XII session of the Assembly of the People of Kazakhstan (APK) emphasized: "The state language is the same symbol, as a flag, national emblem and anthem with which the Homeland begins. And it should unite all citizens of the country." [A. Seitov, *Trinity of languages*, www.baiterek.kz/index.php, accessed 3.03.2014] In all regions of the country there are more than 60 Kazakh language teaching centres, number of which in 2009-2011 reached more than 120. Language of study of 61% of Kazakhstan school pupils and 48% of university students is Kazakh language. In 'The doctrine of national unity of Republic of Kazakhstan', in the sphere of language policy, the following measures for the development of a state language are planned: ensuring functioning of the Kazakh language as state in business correspondence work of the central and local government bodies; development of legal basis of a state language; strengthening its consolidating role; further development of a state language through carrying out of terminological and onomastic work; increase of TV programs and radio broadcasting in the Kazakh language, development of Internet sites in a state language; extension of work on the translation into the Kazakh language of business, art and other literature; setting up special requirements for the acquisition of a state language for the immigrants, wishing to be admitted to the citizenship of Republic of Kazakhstan, creation of a training system of language for them; extension of a centres network for state

language training in cities and districts, at higher educational institutions and other establishments, including private; developing interest and motivation for profound study of the Kazakh language by youth; familiarizing of young Kazakhstan citizens with culture and traditions of the Kazakh people; improvement of techniques of teaching in the Kazakh language; raising of teaching quality of the Kazakh language in preschool institutions, secondary schools, higher education institutions.

The third component of the idea of trinity of languages is connected with need of studying English. Integration processes, intensively developing during the last decade, growth of professional and academic exchanges, deepening of the international cooperation stimulated further development of foreign-language education. Study of foreign languages is recognized as socially significant, as pledge of ensuring practical and professional activity of the person in modern polylingual and multicultural globalized world. In these conditions the foreign language gets the status of an effective instrument for the formation of intellectual potential of society, which is becoming one of the main resources of development of the new state at a contemporary historical stage.

For the study of English and other foreign languages, extension of international cooperation, acquaintance with foreign-language culture and broadening of foreign language educational space play an important role. Language study reflects socio-cultural reality, as it is a national and universal cultural phenomenon, which promotes harmonious communication in our own country and other societies, helps warn and overcome the conflicts, caused by historical, political and religious differences of cultures. Foreign language training facilitates the formation of cross-cultural competence - an indicator of person's ability to participate effectively in foreign-language communication at cross-cultural level. Thus, language is the effective basis for international and intercultural mutual understanding [*Concept of development of foreign-language formation of RK*, www.edu.gov.kz/Koncepcija_razvitija_inojazychnogo_obrazovani, accessed 4.03.2014]. Kazakhstan pursues a course of its citizens' mastery of three languages. The trinity of languages will promote competitiveness of the country. The citizens, who are fluent in several languages, will be competitive individuals both within their home country and abroad.

Thus, the strategy 'Trinity of languages' will facilitate gaining the objectives, designated in 'Concept of a development of education in Republic of Kazakhstan': formation of the individual, who on the basis of obtained profound knowledge and professional skills will be easily adapted to the conditions of the fast-changing world and be able to realize himself.

In the 'Project of the State program of functioning and development of languages for 2011-2020' one of the objectives is a problem of the state support for preservation of other languages of the people of Kazakhstan [*The project of the State program of functioning and development of languages for 2011-2020*].

From the first days of gaining independence, consolidation of the Kazakhstan society, ensuring equal coexistence of all ethnic groups have become the fundamental directions of national policy of the state. Providing an interethnic and interfaith consent, civil unity is an important condition of development of Kazakhstan, realization of strategic problems of social, economic and political modernization of the country.

Relevance of unity and consolidation of the Kazakhstan society has considerably increased in modern conditions, when Kazakhstan faces the tasks of the implementation of plans of new industrialization, ensuring innovative and technological break of the country in the XXI century.

Today Kazakhstan has developed its own model of interethnic consent, which was highly appreciated in the world community.

The Assembly of the People of Kazakhstan (APK), founded in 1995, has become one of the main tools of national policy. APK is a unique institute of harmonization of the interethnic relations, “having analogues neither in Commonwealth of Independent States (CIS) nor in the whole world” [*Doctrines of National Unity of Kazakhstan Project*, [www.nomad.su/? a=3-200911060239](http://www.nomad.su/?a=3-200911060239), accessed 5.03.2014].

By the Kazakhstan experience, similar public structures in a number of CIS countries have been set up: “Kazakhstan experience is studied by the world community with great interest. Numerous international conferences on broad aspect of problems in the sphere of the international relations are held abroad. Kazakhstan experience was highly appreciated by the international experts in Vienna, Locarno, St. Petersburg, Tallinn and Almaty.” [4, 5] It becomes obvious that the experience of formation of the Assembly of the People of Kazakhstan is actively adopted and introduced in the management system of the adjoining states: “The Assembly of the People of Kazakhstan as it was noted, recognized the institute of an international and interfaith consent, has become an example for other republics of the CIS. So, like the Assembly of the People of Kazakhstan, the Assembly of the People of Kyrgyzstan and the Assembly of the People of the Russian Federation were founded. Nevertheless, the Assembly of the people of Kazakhstan differs from similar institutions of the Kyrgyz Republic and Russian Federation by its level and work scale.” [4]

The Assembly of the People of Kazakhstan is a constitutional body under the guidance of the President of Republic of Kazakhstan and has the right to elect 7 deputies to Mazhilis of Parliament. The Assembly of People of Kazakhstan carries out its work according to the Constitution, laws, acts of the President of the Republic of Kazakhstan and the Statue of the Assembly of the People of Kazakhstan on principles of equality of its members, publicity, democracy, personal responsibility of members of the Assembly for their work in its structure in close interaction with government, public and religious bodies, associations and also international and other organizations of different countries, whose activity doesn't contradict the Assembly's aims and objectives.

The aim of the Assembly is providing an interethnic consent in the Republic of Kazakhstan, developing Kazakhstan civil identity and a competitive nation on the basis of the Kazakhstan patriotism, a civil, spiritual and cultural communality of people of Kazakhstan with a consolidating the role of Kazakh nation.

According to the Law of the Republic of Kazakhstan ‘About the Assembly of the People of Kazakhstan’ the main objectives of APK are: ensuring effective interaction of government bodies and institutes of civil society in the sphere of the interethnic relations, creating favourable conditions for further strengthening of an interethnic consent and tolerance in society; strengthening of unity of the people, support and development of public consensus on fundamental values of the Kazakhstan society; revival, preservation and development of national cultures, languages and traditions of the people of Kazakhstan.

The main directions of Assembly work are:

- assistance on the development and realization of the state national policy;
- assistance on the development of the Kazakhstan patriotism;
- development of a state language and other languages of the people of Kazakhstan;
- promotion of the Kazakhstan model of an interethnic and interfaith consent in the country and abroad;
- implementation of educational and publishing activities directed to achievement of an interethnic consent [5].

State policy in the sphere of strengthening the institutes of interethnic interaction is aimed at providing effective participation of the Assembly of the People of Kazakhstan, ethno cultural associations and other institutes of civil society in realization of the state national policy, and also strengthening of the government bodies providing its carrying out.

The Assembly of the people of Kazakhstan carries out an active work in the development of the state language and languages of ethnic minorities. In the country there are more than 100 national schools, 170 Sunday schools, where 23 native languages are taught. At three schools of national revival work 29 offices on studying 12 native languages. For financial support of these schools, the country Government allocates annually 12 million tenge. Besides, they are given financial support from the local budget.

In Kazakhstan are issued 4 republican and 15 regional national newspapers, and work 6 national theatres (Kazakh, Russian, German, Uigur, Korean and Uzbek) [*Decree of the President of the Republic of Kazakhstan ‘About Assembly of the people of Kazakhstan’*, Vol. 856, 26.04.2002, 25].

The number of ethno-cultural associations is growing. Now their number is more than 800, 28 of which are republican.

Newspapers and magazines are issued in 15 languages, broadcasts are held in 8 and telecasts are in 7 languages. There are 88 schools at which training is completely conducted in Uzbek, Tajik, Uigur and Ukrainian languages. In 108 schools the languages of 22 ethnoses of Kazakhstan are taught as an independent

subject. Besides, 195 specialized linguistic centres are functioning, where not only children, but also adults can learn the languages of 30 ethnoses.

The Assembly of the People of Kazakhstan carries out its activity by conducting special courses, Sunday schools at Houses of Friendship of the Small Assembly of the people of Kazakhstan, schools of national revival.

Activity of the Assembly of People of Kazakhstan covers vast territory of the country. Numerous descendants of the deported people live in the Karaganda region, where there is a territory of KARLAG – a place of exile of political prisoners from various corners of the former USSR. Therefore the activity in the field of strengthening and stabilization of interethnic relations in this region is of significant value. The small Assembly of the Karaganda region, formed in March 1995, includes 56 cultural centres. The House of Friendship, called ‘Sari Zhaylau’, is located in Karaganda, where there are Korean, Polish, Jewish, Ukrainian, Greek and Azerbaijani national cultural centres. Regional society ‘German Centre Vidergeburt’, Checheno-Ingush ‘Vainakh’ and Tataro-Bashkir cultural centres of language have their independent material resources. In the Karaganda region all conditions for studying native languages are created. At 16 comprehensive secondary schools German, Korean, Tatar and Polish languages are studied. Training of teachers of German, including it as a native language, is carried out in Academician Buketov Karaganda State University and in Saran humanitarian teacher training college. At national cultural centres there are 21 Sunday schools where pupils, children and adults learn their native language; learn about the traditions and culture of ancestors [5].

Status of polylingual society, gained by Kazakhstan, is actively supported by the work of higher educational institutions of Kazakhstan. In particular, since the year 2008, the experimental program of polylingual education, directed on profound studying of three languages: Kazakh, Russian and English is being realized in Academician Buketov Karaganda State University and also in several comprehensive secondary schools.

Only consolidation and preservation of the unity of Kazakhstan society will ensure economic growth, social progress and democratic development of the country. As an independent, sovereign state Kazakhstan has all necessary economic, social and political resources [6].

Ensuring of national unity is an important condition for creation of democratic, constitutional and social state.

3. Conclusions

Thus, Kazakhstan has its own unique experience of pursuing national policy, providing peaceful co-existence of various ethnoses and faiths. And the main factor of the Kazakhstan model success of an interethnic consent is the preservation of balance of interests among ethnic groups, living in the country, not allowing superior position of ones and inferiority of others.

In conclusion it is important to emphasize that polylingual education will actively promote consolidation of multiethnic society of Kazakhstan.

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